


4-H and CTS Connecting Possibilities with Community Partnerships

4-H and CTS Connecting Possibilities with Community Partnerships




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FOR
CENTRAL ALBERTA REGIONAL CONSORTIUM
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Slide2



Introductions

- Where do you teach?
- Are you teaching CTS?
- What information will be the most helpful to you today?



Big Questions

Big Questions

- ✓What are the important changes to note in the new CTS Program of Studies when designing pathways for community involvement?
- ✓What are the benefits of community involvement in CTS programs?
- ✓Do you have some sample pathways related to 4-H activities and programs?
- ✓What are some considerations for planning pathways with 4-H community involvement?
- ✓What's important about record keeping and assessment?
- ✓What resources are available to assist pathway development and programs?



CTS Vision

CTS Vision



Career and Technology Studies (CTS) *engages* students in learning opportunities to discover their interests in *practical* and *purposeful* ways.

Explore

Specialize

Credential

Community resources should be more fully engaged to support learners, including expertise, facilities, services and learning opportunities.

Inspiring Action on Education, June 2010

Philosophy

Philosophy



- ↘ The CTS program is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

Explore

Specialize

Credential

What is 4-H?

What is 4-H?

- 4-H is a youth organization committed to developing outstanding leaders with marketable skills to succeed in today's society.
- By following the motto "**Learn to do by Doing**", students make long-lasting friendships and take part in activities that meet their interests, increase their knowledge and develop life skills.

Explore

Specialize

Credential

Head



Heart



Hands



Health

Clusters

Clusters



- ✓ CTS courses that represent occupations with broad industry commonalities
- ✓ Business, Administration, Finance & Information Technology - BIT
- ✓ Health, Recreation & Human Services - HRH
- ✓ Media, Design & Communication Arts - MDC
- ✓ Natural Resources - NAT
- ✓ Trades, Manufacturing & Transportation - TMT

BIT

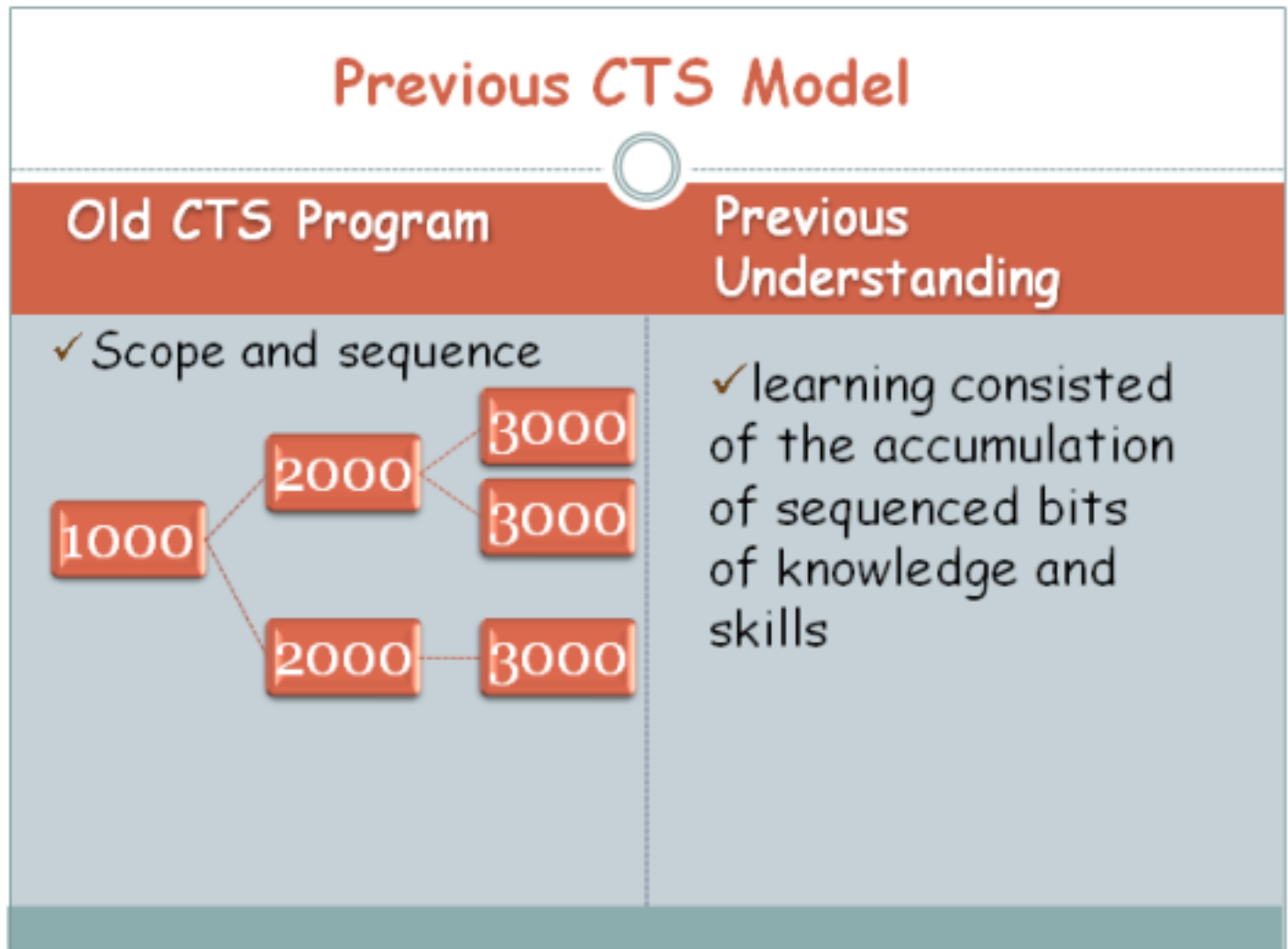
HRH

MDC

NAT

TMT

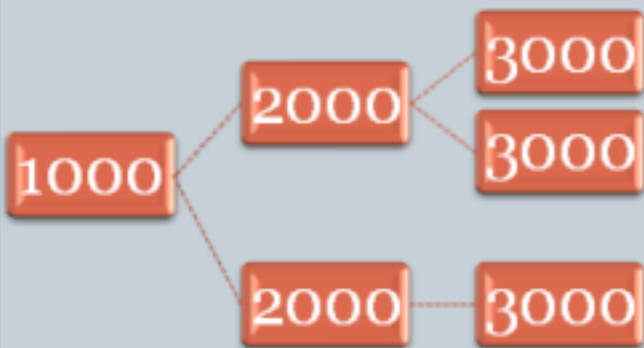
Previous CTS Model



CTS Pathways

CTS Pathways

Scope and Sequence Model



Pathways Model



New Pathways Model ?? Student Centered

New Pathways Model - Student Centered

Pathways Model



Brain-Based Research

- "For learners to achieve their full potential, education must make the child the centre of *all* decisions related to learning and education."

Inspiring Education Steering Committee Report
April 2010

- Souza (2003) Brain has an inherent functional requirement to integrate new information with pre-existing knowledge - scaffolds on previous learning

Student Centered

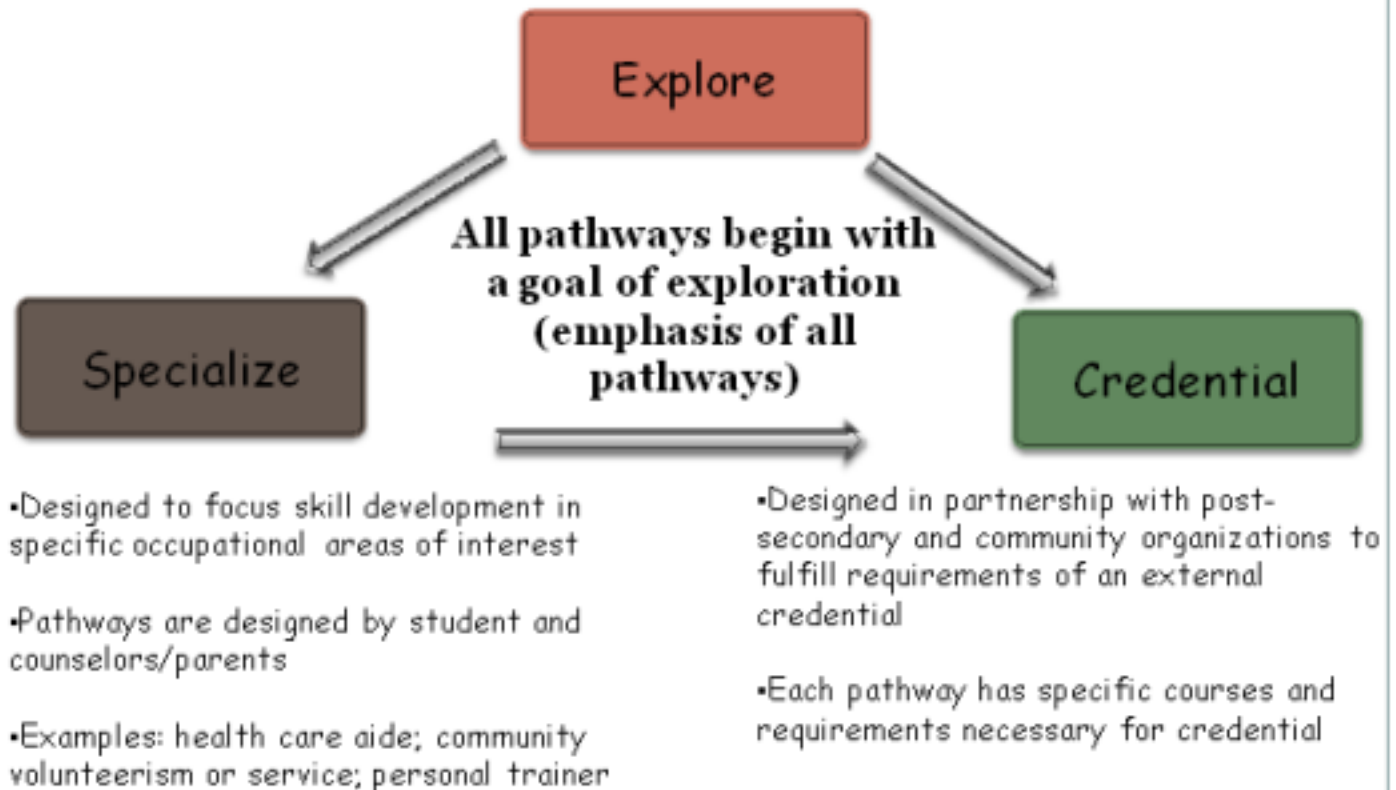
Student Centered



- ✓ Hands-on focus
- ✓ Personalization of learning
- ✓ Student involvement
- ✓ Credentials and articulation to work and post-secondary
- ✓ Alternative delivery strategies

Slide12

Structure of CTS - Pathways



Slide13

Benefits of Implementing CTS Pathways

"When asked what actions adults can take to improve how education looks and feels, both students and educators suggested... personalizing learning for students..."

Speak Out: Alberta Student Engagement Initiative.
Year in Review, 2009-2010

Community Engagement

"Community resources should be more fully engaged to support learners, including expertise, facilities, services and learning opportunities."

Inspiring Action on Education, June 2010



Course Outcomes

Course Outcomes

COURSE REC1040: FOUNDATIONS FOR TRAINING 1

Level: Introductory

Prerequisite: None

Description: Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

Parameters: Access to a fitness facility.

Supporting Courses: HCS1050: Musculoskeletal System
HSS1020: Nutrition & Wellness

Outcomes: The student will:

1. apply training and movement principles to the development of performance-related components of fitness
 - 1.1 summarize how training principles relate to developing performance-related components, including:
 - 1.1.1 frequency, intensity, type, time
 - 1.1.2 overload
 - 1.1.3 specificity

1. General Outcome

1.1 Specific Outcome

1.1.1. Sub Outcome

✓ Consider your *Emphasis for 4-H*

CTS Project and Practicum Courses

CTS Project and Practicum Courses

CTS Project courses

- ✓ Personalize learning
- ✓ More likely On-campus
- ✓ Develop project design and management skills
- ✓ Extend and enhance competencies
- ✓ Assessed on project management skills - not quality of the project
- ✓ Can be student-led or teacher-led
- ✓ Can be a part of any type of pathway
- ✓ **Create project or performance**



CTS Practicum courses

- ✓ Personalize learning
- ✓ More likely Off-campus
- ✓ Perform assigned tasks
- ✓ Analyze personal performance
- ✓ Assessed on demonstration of skill(s)
- ✓ Designed by student and teacher to fulfill requirements of credential
- ✓ Must be part of a credentialed pathway
- ✓ **Practice a skill**



Slide16



What is a 4-H Project?

Do It Yourself

- Exploring 4-H
- Creative Options
- Leadership

Environment

- Nest boxes
- Outdoor Living

Livestock

- Beef
- Dairy
- Goat
- Horse
- Sheep
- Swine

Small Animals

- Apiculture
- Canine
- Cat
- Pet
- Poultry
- Rabbit

General

- Animal Welfare



Life Skills

- Business Cents
- Clothing
- Crafts
- Exchange
- Foods
- Performing Arts
- Visual Arts

Technology and Trade

- Gardening
- Digital Photography
- Small Engines
- Veterinary Science
- Welding
- Woodworking

HSS 1090 Speaking and Presenting

HSS 1090 Speaking and Presenting



**General
Outcome 1**

➤ **Explain basic principles of effective communication.**

**General
Outcome 2**

➤ **Evaluate significant speeches from history.**

**General
Outcome 3**

➤ **Prepare and effective oral presentation.**

**General
Outcome 4**

➤ **Apply principles of effective speaking in a variety of contexts.**

HSS 3050 Becoming a Mentee

HSS 3050 Becoming a Mentee

General Outcome 1

- Demonstrate strategies for building a personal profile in preparation for the mentee role in a mentoring relationship.

General Outcome 2

- Demonstrate strategies for becoming a mentee in an effective mentoring relationship.

General Outcome 3

- Build an effective relationship with a mentor.

HSS 3090 Governance and Leadership

HSS 3090 Governance and Leadership



General
Outcome 1

➤ Explain the roles and functions of various governance structures.

General
Outcome 2

➤ Demonstrate strategies for participating effectively in a meeting.

General
Outcome 3

➤ Evaluate the constitution of a specific governance structure.

Slide20

A Few Sample Pathways Related to 4-H Projects



Slide21

Quilting Bee and Show



4-H Project Involvement: Quilting

FAS1190
Textile Arts 1

FAS1910
FAS Project A

HSS1090
Speaking &
Presenting

Slide22

Quilting Bee and Show



4-H Project Involvement: Quilting

Outcomes:

The student will:

1. **investigate various yarn or textile art techniques**
 - 1.1 identify a minimum of five yarn or textile art techniques; e.g., quilting, cross-stitching, embroidery, appliqué, knitting, crocheting
 - 1.2 research one or more specific yarn or textile art techniques
2. **demonstrate and apply basic skills and knowledge of yarn or textile art techniques**
 - 2.1 select a commercial pattern or design the project
 - 2.2 determine the type of yarn(s)/textile(s) appropriate for the project chosen
 - 2.3 demonstrate techniques required for the project
 - 2.4 complete the selected project
 - 2.5 evaluate the completed project for technique, design and overall appearance
3. **apply basic skills at an appropriate level in assembling a project using one or more textile art techniques**
 - 3.1 demonstrate management skills
 - 3.2 use resources appropriately
 - 3.3 demonstrate the use of three techniques at the introductory level or higher
4. **demonstrate safe and proficient use of the following, as applicable: sewing equipment, pressing equipment, cutting tools and sewing notions**
5. **identify copyright restrictions and permissions and put them into practice**

Basic Leadership Pathway

Basic Leadership Pathway



➤ Leadership through 4-H pathway

✓ link project course to **course outcomes**

HSS1080
Leadership
Fundamentals 1

HSS1090
Speaking &
Presenting

CCS 1080
Community
Volunteerism 1

HSS2080
Leadership
Fundamentals 2

CCS 2080
Community
Volunteerism 2

HSS 2910
HSS Project B

HSS3080
Leadership
Fundamentals 3

HSS3090
Governance &
Leadership

HSS3910
HSS Project D

Slide24

Leadership Pathway



4-H Project Involvement: Leadership and Communication

COURSE HSS1080: LEADERSHIP FUNDAMENTALS 1

Description: Students explore basic principles of leadership and evaluate their personal leadership characteristics and qualities. Students develop a plan for their personal growth as a member of a leadership team and examine the various behaviours, skills and roles of team members that contribute to team effectiveness.

COURSE HSS2080: LEADERSHIP FUNDAMENTALS 2

Description: Students analyze characteristics, qualities and styles of effective leadership. Students plan for personal and group leadership development and demonstrate effective teambuilding skills while participating as a member of a leadership team.

COURSE HSS3080: LEADERSHIP FUNDAMENTALS 3

Description: Students analyze the function and development of a leadership team using Systems Theory, Systems Thinking Theory and Change Theory related to leadership. Students plan for the development of an effective team and demonstrate leadership skills while leading a leadership team.

CCS 1080 Community Volunteerism 1

CCS 1080 Community Volunteerism 1



**General
Outcome 1**

➤ **Explain the role of volunteers in a community.**

**General
Outcome 2**

➤ **Perform as a volunteer in a specific volunteer activity or placement (15 hours).**

**General
Outcome 3**

➤ **Evaluate personal performance in a specific volunteer activity or placement.**

CCS 2080 Community Volunteerism 2

CCS 2080 Community Volunteerism 2



**General
Outcome 1**

- **Explain the basic structure and function of nonprofit organizations.**

**General
Outcome 2**

- **Perform as a volunteer with a specific non-profit organization (15 hours).**

**General
Outcome 3**

- **Evaluate personal performance in a specific volunteer activity with a community nonprofit organization.**

Agriculture Health and Safety

Agriculture Health and Safety



Pathway Emphasis: Safety and Agriculture
(work and recreation)

CCS1020
Back Care Basics



REC 1020
Injury
Management 1



HCS2020
First Aid/CPR with
AED

AGR 3000
Agriculture Safety

AGR 3910
AGR Project D

Slide28

Safety Pathway



4-H Project Involvement: Safety on the Farm and at Events

CCS1020: BACK CARE BASICS

Students examine the structure and function of the spinal column and back, causes and treatments of back injuries and preventative measures for back care. Students demonstrate safe lifting practices and explore basic occupational health and safety practices for maintaining a healthy back.

REC1020: INJURY MANAGEMENT 1

Students learn prevention, assessment, and management techniques related to injuries that may occur during recreation and sporting events and activities.

AGR3000: AGRICULTURE SAFETY

Students recognize and assess the hazards and manage the risks of working in agriculture.

Horse Project

Horse Project



Pathway Emphasis: Horse Project

AGR 1040
Introduction to
Animal Basics

AGR 2070
Equine 1

AGR 3070
Equine 2

AGR 3000
Agriculture Safety

AGR 3910
AGR Project D

Environmental Farm Plan Project

Environmental Farm Plan Project



ENS 1010
Introduction to
Stewardship

COM 1005
Visual Composition

COM 1055
Web Design 1

AGR 1070
Landscaping 1

AGR 2060
Landscaping 2

Environmental Farm Plan Project

Environmental Farm Plan Project



ENS 1010
Introduction to
Stewardship

COM 1005
Visual Composition

COM 1055
Web Design 1

AGR 1070
Landscaping 1

AGR 2060
Landscaping 2

Slide32



Slide33



Slide34

Wellness and Animals

Pathway Emphasis: Companion Animals/Pet Visitation

HSS1100
Nature & Wellness



HSS 2050
Becoming a Mentor



HSS 3060
Extending the Mentoring
Relationship



HSS1050
Introduction to
Mentorship



AGR 2045
Companion Animals



HSS 3950
Advanced Practicum

AGR 1040
Introduction to
Animal Basics



HSS2950
Intermediate
Practicum



HSS3910
HSS Project D
(Animal-Assisted
Support)

Slide35

Wellness and Animals

Pathway Emphasis: Equine Animal- Assisted Therapy

HSS1100
Nature & Wellness



HSS 2050
Becoming a Mentor



HSS 3060
Extending the Mentoring
Relationship



HSS1050
Introduction to
Mentorship



HSS2950
Intermediate
Practicum



HSS 3950
Advanced Practicum

AGR 1040
Introduction to
Animal Basics

AGR 2070
Equine 1

AGR 3070
Equine 2

AGR 2045
Companion Animals

CCS 3060
Supporting Persons with
Disabilities 1

HSS3910
HSS Project D
(Animal-Assisted
Support)

Slide36

Wellness and Horticulture

Pathway Emphasis: Horticulture-Assisted Therapy

HSS1100
Nature & Wellness



HSS 2050
Becoming a Mentor



HSS 3060
Extending the Mentoring
Relationship



HSS1050
Introduction to
Mentorship



HSS2950
Intermediate
Practicum



HSS 3950
Advanced Practicum

AGR1050
Plant Propagation

AGR 2095
Indoor Plants

HSS3910
HSS Project D
(Horticulture-Assisted
Therapy)

AGR1055
Gardening

CCS 3060
Supporting Persons with
Disabilities 1

CCS 3070
Supporting Persons with
Disabilities 2

Slide37

Marketing Websites to Cattle Producers

AGR 1010
Introduction to
Agriculture

COM 1005
Visual
Composition

COM 1035
Graphic Tools

COM 1055
Web Design 1

COM 1910
COM Project A

AGR 2010
Diversity in
Agriculture

COM 2055
Web Design 2

COM 2155
Design Brand
Identification

ENT 2030
Marketing A
Venture

ENT 2910
ENT Project A

Planning for Community Involvement

Planning for Community Involvement

✦ Considerations:

- ✓ Off-Campus requirements
- ✓ 4-H Leaders' support
- ✓ Pre-requisites for CTS courses
- ✓ Parameters for instruction
- ✓ Credential requirements
- ✓ Course outcomes achieved off-campus
(organizing for instruction)
- ✓ CTS Practicum courses
- ✓ Assessment

Off-campus Requirements

Off-campus Requirements



SUMMARY AND COMPARISON OF OFF-CAMPUS EDUCATION COURSES AND PROGRAMS

Each of the programs listed encourage partnerships between the school and its community and provide school/workplace learning opportunities. In these programs, students can develop the knowledge, skills and attitudes defined in the program of studies, both on campus and off campus.

Program Parameters	PROGRAMS					
	Work Study (in all programs including CTS, core and other courses)	Workplace Readiness/Practicum	Work Experience 15-25-35	Career Internship 10	Registered Apprenticeship Program (RAP)	Green Certificate Program
Students affected	Grades 7-12	Grades 8-12	Grades 10-12	Grades 10-12	Grades 10-12	Grades 10-12
Credits available per course	No credits available for Work Study; students only earn credits for other courses	5	3, 4, 5, 6, 7, 8, 9 or 10	3, 4 or 5	5	5, 5 and 6 for each specialization
Total credits available	Variable	Variable	30 ¹	3, 4 or 5	40	16 for each specialization

Work Study

Work Study



➤ Off-campus Education Handbook, page 10

➤ CCS1080

Community Volunteerism 1

1. **“Work Study”** means off-campus experiential learning undertaken by a junior or senior high school student:
 - (1) that may include job shadow, job investigation or research, workplace observation, work site investigation, or a mentorship arrangement or project
 - (2) that is an integral part of the curriculum of a provincially approved school course; e.g., Science 9, Biology 30, Career and Technology Studies (CTS) courses
 - (3) that is under the cooperative supervision of an off-campus coordinator and the employer’s onsite representative
2. **perform as a volunteer in a specific volunteer activity or placement**
 - 2.1 choose a suitable community placement that will enhance interests and abilities
 - 2.2 write a job description, outlining the duties and expectations, that meets with the approval of the supervising teacher and client
 - 2.3 perform at least 15 hours of volunteerism in a teacher-approved community locale

Considerations for Connecting with Community Partners

Considerations for Connecting with Community Partners



Tips from Off-Campus Education Handbook

SECTION 12 – Promoting an Off-campus Education Program	169
Guidelines	169
Promotion within the Community	169
Promotion within the School Authority	170
Promotion within the School	170

<http://education.alberta.ca/media/616821/offcampus.pdf>

Considerations for Connecting with Community Partners

Considerations for Connecting with Community Partners



- have a defined goal in mind for the partnership
- credentialed and articulated pathways may require more time than a small work study experience
- plan ahead - the process can take considerable time
- multiple contacts may be necessary to formulate a partnership
- involvement of decision-making personnel will likely be necessary
- define possible benefits of community involvement for all stakeholders

Considerations for Connecting with Community Partners

Considerations for Connecting with Community Partners



- survey of community needs
- survey of community capacity for partnership
- introduction (first contact preferably in person)
- establish interest in a brief personal meeting.
- establish stakeholder requirements
- schedule subsequent meetings to maintain working relationship
- initiate formal agreements if necessary
- plan to reassess the partnership for effectiveness

Slide44

Prerequisite Courses

- are essential for maintaining safety standards, appropriate instructional sequencing and articulation with post-secondary programs

HUMAN & SOCIAL SERVICES (HSS) COURSE SUMMARIES

INTRODUCTORY

HSS1010: HEALTH SERVICES FOUNDATIONS

Students examine fundamental attitudes, knowledge and skills to prepare for recreation and community services. Concepts related to the determinants of principles of anatomy, physiology and disease, and basic safety and reports in health, recreation, volunteer and community support settings are reviewed.
Prerequisite: None

HSS1020: NUTRITION & WELLNESS

Students learn the importance of nutrition and hydration for the promotion of social health and wellness throughout life. Students evaluate food and supply nutritional requirements and the use of labels to improve daily nutritional intake.
Prerequisite: None

HSS1030: COMMUNICATION SKILLS FOR HEALTH PROFESSIONALS

Students develop the attitudes, skills and knowledge to improve the effectiveness of providing health, recreation, volunteer and/or support services in the community.
Prerequisite: None

ADVANCED

HSS3070: PEER MENTORING

Students examine the Positive Youth Development Model and assist in a peer mentoring program for a specific community.
*Prerequisite: HSS1080: Leadership Fundamentals 1
HSS3050: Becoming a Mentee
HSS3060: Extending the Mentoring Relationship*

HSS3080: LEADERSHIP FUNDAMENTALS 3

Students analyze the function and development of a leadership team and apply Change Theory related to leadership. Students plan for the development of skills while leading a leadership team.
Prerequisite: HSS2080: Leadership Fundamentals 2

HSS3090: GOVERNANCE & LEADERSHIP

Students examine the roles and functions of various governance structures. Students lead and participate in meetings run by Robert's Rules of Order.
Prerequisite: None

CTS Pre-requisite Lookup

Please enter a CTS course code or name below. A list of 20 courses will appear in a drop-down list depending on the course you are looking for. The links provided will take you to the occupational courses, NOT, the specific course itself.

Course Code:

Search

Parameters and Pre-Requisites

Parameters and Pre-Requisites



COURSE CCS3110: EARLY LEARNING & CHILD CARE 1

Level: Advanced

Prerequisite: None

Description: Students investigate the roles and responsibilities of a child care worker, and develop communication, observation and skills for guiding behaviour.

Parameters: Access to children *between the ages of 0–5* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out-of-school care program; or, a school-based pre-Kindergarten program. (A Kindergarten program will not fulfill the needs of the program due to the age of the children.)

Note: This is the first of five courses leading to the provincial certification required to work in licensed child care programs. Upon successful completion of the following courses—Early Learning and Child Care 1, 2, 3, 4, and 5—the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*^d from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Courses: HCS3040: Child Care First Aid
HSS2020: Nurturing Children

Implications for Teachers using Project & Practicum Courses

Implications for Teachers using Project & Practicum Courses

Practicum Courses:

- are available only if the student is working towards a credential
- provide opportunity to practice skills – develop proficiency
- **Cannot** be used with 3400 level courses
(Apprenticeship)



Project Courses:

- can be used with specialized or credentialed pathways
- provide opportunities to personalize learning by developing a specific, relevant project based on outcomes
- **Cannot** be used with 3400 level courses
(Apprenticeship)



For more information:

- View webinars *cached* on CARC website
 - *How to Use CTS Project and Practicum Courses Part 1 of 2* – by Monika Gysler (under General category)
 - *Keys to Personalizing Your Program: Using Project and Practicum Courses in Health and Recreation Pathways* – by Mary-Lou Stacey (under HRH category)
- Visit the Alberta Education Website

<http://education.alberta.ca/teachers/program/cts/resources/templates.aspx>

Slide47



What is a 4-H Project?

Do It Yourself

- Exploring 4-H
- **Creative Options**
- Leadership

Environment

- Nest boxes
- Outdoor Living

Livestock

- Beef
- Dairy
- Goat
- Horse
- Sheep
- Swine

Small Animals

- Apiculture
- Canine
- Cat
- Pet
- Poultry
- Rabbit



Life Skills

- Business Cents
- Clothing
- Crafts
- Exchange
- Foods
- Performing Arts
- Visual Arts

Technology and Trade

- Gardening
- Digital Photography
- Small Engines
- Veterinary Science
- Welding
- Woodworking

.....“possibilities are limited only by student imagination!”

Forms of Assessment

Forms of Assessment

- ✓ observation
- ✓ peer observation
- ✓ interview
- ✓ checklists (appraisals)
- ✓ projects
- ✓ assignments
- ✓ reflective logs or journals
- ✓ others?



Evaluation and Assessment of Off-campus Learning Experiences

Evaluation and Assessment of Off-campus Learning Experiences



- "... it should be understood that the **off-campus coordinator** is responsible for each student's final mark."
- "'Off-campus coordinator' " means the **certificated teacher** who is assigned the responsibility of supervising, monitoring and assessing students in any off-campus activity."

Off Campus Educator's Handbook, 2010

Planning and Record Keeping

Planning and Record Keeping



➤ CTS Project courses

- ✓ templates for Introductory, Intermediate and Advanced Project courses ensure that all parameters have been met
- ✓ facilitate student involvement in project planning
- ✓ fulfill requirement for course outline or student proposal whether projects and/or performances are teacher-led or student-led
- ✓ complete one document per student per CTS practicum course
- ✓ facilitate school and jurisdiction record keeping
- ✓ <http://education.alberta.ca/teachers/program/cts/resources/templates.aspx>

Planning and Record Keeping

Planning and Record Keeping



➤ CTS Practicum courses

- ✓ templates for Intermediate and Advanced Practicum courses ensure that all parameters have been met
- ✓ complete one document per student per CTS practicum course
- ✓ facilitate school and jurisdiction record keeping
- ✓ <http://education.alberta.ca/teachers/program/cts/resources/templates.aspx>

Guide to CTS

Guide to CTS



➤ Coming soon to Alberta Education website

- ✓ general information about CTS
- ✓ designing CTS programs and CTS pathways
- ✓ safety in the CTS classroom
- ✓ glossary of terms



Webinars

Webinars



- **Cached webinars available at www.carecpd.ca**
 - Practicum and Project Courses (General and HRH)
 - Tips for Credentialed Pathways (General)
 - Hidden Gems in Health Pathways (General)
 - K&E Connections in Health Pathways (HRH)
 - Health Pathways for Credit Recovery and Outreach (HRH)
 - Specialized Skill Pathways
 - Assessment for CTS Health and Recreation (HRH)
 - Off-Campus Considerations (HRH)
- **Coming in April 2011**
 - Resources for Health Pathways (HRH)
 - Designing Instruction for Project-based Course Delivery



4-H Contacts

4-H Contacts



- **Brent Andressen**
Agricultural Education Program Coordinator
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- **Cameron Horner**
4-H Specialist, Communication and Marketing
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Phone: 780-427-0753

Slide55

Resources Supporting Planning

➤ Pathway planner

- ✓ <http://education.alberta.ca/media/1238866/pathwayplanner.pdf>

➤ Old to New Documents

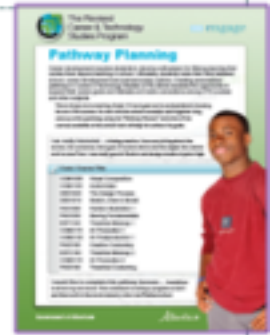
➤ Prerequisite Lookup Tool

➤ Pathway documents

- ✓ Specialized Skill Pathways
- ✓ Skills Canada Pathways
- ✓ Credentialed Pathways

➤ CTS Pathways to Possibilities booklet

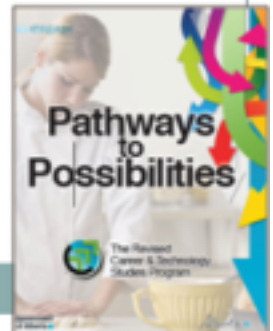
- ✓ <http://education.alberta.ca/media/1238866/pathwayplanner.pdf>



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Course Code:



Slide56

More Resources Supporting Planning

- **Authorized Resources Database - learning and teaching resources**

- ✓ <http://education.alberta.ca/apps/lrdb/>



- **LearnAlberta.ca - online multimedia resources**

- ✓ <http://www.learnalberta.ca/>



- **CTS Teaching and Learning Resource Centres - access point to view resources**

- ✓ Calgary (TMT, BIT)

- ✓ Red Deer (HRH, MDC, NAT)

Slide57

Resources Supporting Planning



➤ Off-campus Education Handbook

✓ <http://education.alberta.ca/media/616821/offcampus.pdf>

➤ Professional development opportunities

✓ <http://www.arpc.ab.ca/>

4-H Resources

4-H Resources



- Website: <http://www.4h.ab.ca/>
- Document Sharing:
 - 4-H Project Guide
 - Credit Notes - Newsletter article



Big Questions

Big Questions

- ✓ What are the important changes to note in the new CTS Program of Studies when designing pathways for community involvement?
- ✓ What are the benefits of community involvement in CTS programs?
- ✓ Do you have some sample pathways related to 4-H activities and programs?
- ✓ What are some considerations for planning pathways with 4-H community involvement?
- ✓ What's important about record keeping and assessment?
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